U.S. Department of Education
Office of Educational Research and Improvement
Washington, DC 20208

Application for the Field-Initiated Studies Education Research Grant Program

Supported by the National Research Institutes

CFDA Number 84.305T

Application <u>Receipt</u> Date

February 16, 2000

Approved OMB Number 1850-0601
Expiration Date: 3/31/2000

Paperwork Burden Statement

Contents

December 1999

Dear Colleague:

The Field-Initiated Studies Education Research Grant Program
(FIS) is a competition for support of research proposals that
come from researchers and practitioners in universities, schools,
and other institutions around the country, reflecting their sense
of what is important and constructive to study. This year,
together with our announcement of this fiscal year 2000
competition, we are also announcing our schedule for a fiscal
year 2001 competition. Among other things, we believe this will
provide you with more flexibility in deciding when to submit
proposals. Please read the application package carefully as it
contains important information about these competitions.

Last year in announcing this competition, I urged you to take
note of a growing frustration with education research that is not
helpful in solving practical problems. I brought to your
attention the debate I encountered early in my tenure as
Assistant Secretary for Educational Research and Improvement
(OERI) about the relevance and rigor of research in education. I
suggested that while the goal of the FIS program is to elicit
from the research community its ideas about what is important to
study, the competition is necessarily caught up in this reality.
 This very program has encountered some criticism, regarding the
quality of proposals submitted and the review process used to
select funded projects.

If anything, the talk about education research is picking up. In
Washington, DC, at least, there is considerable discussion about
the types of research most needed and the methods that are most
likely to provide insights we can trust. It is reasonable to
expect that research supported through OERI's Field-Initiated
Studies Program will continue to come under scrutiny.

The more time I have had to look into the work supported in the
FIS program, the more I am convinced that this competition gives
rise to some of the best research in education. That said, we
continue to look for ways of improving the quality of submissions
to FIS as well as to the process by which prospective research
projects are reviewed and funded. As you consider whether and
how to respond to this research announcement, please keep in mind
that:

- We will be open to proposals that focus on issues that span
  the themes of the five National Research Institutes,
  particularly given that some of the most enduring questions do
  not fall neatly or uniquely into a single substantive domain.

- We are also interested in investigations aimed at building new theories or testing and applying new methodologies. Indeed, we hope we can encourage greater attention to the theoretical perspectives associated with the proposed research. We think this is one useful way of balancing the need of solving problems with the need to advance our understanding of things that are not immediately useful to decision makers and opinion leaders.

- We are hopeful that some of the proposed research efforts will include new collaborations and partnerships with the field, both to broaden the perspectives brought to bear on the research and to increase the odds that the knowledge gleaned from these research activities is valued and used.

- Collaborations across disciplines are also encouraged as we believe these interactions will pay dividends in terms of the contributions different research traditions and theoretical perspectives can make to investigation of specific questions.

- New technologies and the World Wide Web dramatically increase our capacity to collect, analyze, and share data. The prospects for developing and using very robust, distributed databases are now great. We encourage the consideration of a wide range of data, as a great deal are now available at the state and local levels, given the enhanced capacity to collect such information and the relatively greater interest at these levels in data as a resource for program implementation. We sincerely hope that you will take maximum advantage of the power that new information and computer technologies offer as tools for research.

On behalf of the staff and the OERI National Educational Research Policy and Priorities Board, let me extend in advance our thanks for your thoughtful responses to this research announcement.

Sincerely,

C. KENT MCGUIRE

Notice Inviting Applications

The Notice Inviting Applications is available at
http://www.ed.gov/legislation/FedRegister/announcements/1999-4/110999a.html

The Field-Initiated Studies Education Research Grant Program

What is the purpose of the program?

The Field-Initiated Studies Education Research Grant Program awards grants to conduct education research in which topics and methods of study are generated by the investigators.

Who can apply for a Field-Initiated Studies Education Research Grant?

Eligible applicants are: institutions of higher education; state and local education agencies; public and private organizations, institutions, and agencies; and individuals.

The Secretary encourages collaboration in the conduct of research. For example, researchers may collaborate with practitioners; less experienced researchers may collaborate with more experienced researchers; and major research universities and institutions may collaborate with historically underrepresented institutions, such as Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribal Colleges and Universities.

What are the size and duration of awards?

The project period of the grant may be from 1 to 3 years. The length of projects and the size of awards will be commensurate with the nature and scope of the work proposed.

What are the applicable regulations?

The following regulations apply: (1) The Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 74, 75, 77, 78, 80, 81, 82, 84, 86, and 97; and (2) 34 CFR 700. (NOTE: Part 86 applies only to institutions of higher education.)

Selection Criteria

The following criteria are used to evaluate each proposal. Each criterion is weighted equally.

(1)   **The National Significance.**
In determining the national significance of the proposed project, the Secretary considers the following factors:

- the importance of the problem or issue to be addressed.
- the potential contribution of the project to increased knowledge or understanding of education problems, issues, or effective strategies.

(2)   **The Quality of the Project Design.**
In determining the quality of the proposed project design, the Secretary considers the following factors:

- whether a specific research design has been proposed, and the quality and appropriateness of that design, including the scientific rigor of the studies involved.
- the extent to which the research design includes a thorough, high-quality review of the relevant literature, a high-quality plan for research activities, and the use of appropriate theoretical and methodological tools, including those of a variety of disciplines, where appropriate.

(3)   **The Quality and Potential Contributions of Personnel.**
In determining the quality and potential contribution of the proposed personnel, the Secretary considers the following factors:

- the qualifications, including training and experience of:
    (a) the project director;
    (b) key project personnel; and
    (c) any proposed consultants or subcontractors.

How to Apply

Application Receipt Date: February 16, 2000

Applications submitted under the Field-Initiated Studies Education Research Grant Program (FIS) will compete under one general competition. When the peer review process is completed, and grants are awarded, each grant will be assigned to and monitored by a staff member of one of the five National Research Institutes.

Applicants should carefully review all the instructions in this application and the selection criteria. **Applications are evaluated solely on the basis of these criteria.** Experience shows that high-scoring applications propose a strong research project of national significance and that the applications themselves address each selection criterion fully.

Strong applications make a reasoned and compelling case for the national significance of the problem or issues that will be the subject of the proposed research. The design of the work to be carried out is complete and clearly delineated, incorporating sound research methods and appropriate statistical techniques. The personnel descriptions included in the application make apparent that the project director, principal investigator, and other key personnel possess training and experience commensurate with their duties. The requested budget is also clearly delineated and justified in terms of the proposed activities and key personnel's time commitment to the project.

Application Format and Length

All applications must include: title page form, narrative, vitae for principal investigator(s) and other key personnel, GEPA 427 statement, budget summary form, and budget narrative**.** *Applicants must include this information in order to receive funding under the FIS program.*

Applicants may provide other relevant information, including pertinent exhibits, but each application must be a self-contained document.

Only the materials included in the application at the time of submission will be sent to the review panel.

The application narrative must not exceed a total of 20 double-spaced pages, with printing on only one side of 8 1/2 x 11-inch paper. All pages in excess of the 20-page narrative maximum will be removed unread and returned to the applicant.

We strongly encourage applicants to use a 12 point or larger size font, and one-inch

margins. We have found that reviewers are able to conduct the highest quality review when applications are concise and easy to read, with pages consecutively numbered.

The application should not be bound or enclosed in a folder. The preferred method is to clip or staple the application. All sections of the application, and all appendices or attachments must be suitable for photocopying in order to be included in the materials given to the reviewers.

Content of Each Section of the Application

All applications for research grants must include:

•   **Title Page Form**

Use the attached title page form (page 17) as the cover for each copy of your application. Follow the instructions for completing the form included in this application package. Be sure to include an abstract of your proposed research project in the space provided. If your application is funded, this abstract may be sent to your congressional representatives as a description of your project. It may also be the basis of a public announcement about the grant awards. **Be sure that the certifying representative of your institution signs this Title Page Form**.

•   **Narrative**

A narrative (not to exceed 20 double-spaced pages) that addresses the following:
- The research question and its significance;
- A high quality review of the pertinent literature that provides a rationale for what is proposed;
- Description of the methodology and analytical techniques;
- Importance of findings; and
- Descriptions of relevant qualifications of proposed personnel commensurate with project responsibilities.

•   **Personnel**

Be sure to include vitae of principal investigator(s) and other key personnel. Vitae do not count against the 20-page limitation of the application narrative.

- **GEPA 427**

    Provide a brief description separate from the narrative.

    Section 427 of the General Education Provisions Act (GEPA) requires applicants to include in their proposal a succinct description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs. GEPA 427 highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, and other program beneficiaries from such access or participation.

    Your description need not be lengthy. However, you must identify barriers to access or participation, and provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. This information should be provided in a statement separate from the research narrative.

    GEPA 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. An applicant may use the federal funds awarded to it to eliminate barriers it identifies.

- **Budget and Budget Narrative**

    A complete budget for each year of the project must be included (use the attached Budget Summary form on page 18, or a suitable facsimile). Projects may be funded for 1 to 3 years.

    Each 12-month budget should be clearly delineated and justified in terms of the proposed activities. A separate budget narrative must be provided to justify each line item in the completed Budget Summary form. Please include key personnel's time commitment to the project.

    The budget and budget narrative do not count against the 20-page limitation of the application narrative.

    NOTE: Successful applicants may be asked to provide more detailed budget information.

Number of Copies

All applicants are *required* to submit one signed original and two copies of the application. Applicants are *requested* to submit five additional copies of the entire application. The reviewers will use these copies. Each copy of the application must include a Title Page Form.

National Education Research Institutes: Mission Statements

Listed below are the mission statements of the five education research institutes supported by the Office of Educational Research and Improvement (OERI). These missions illustrate the topics covered by these institutes. However, applicants are invited to propose research on any topic related to education. Applicants should not specify a particular institute in their application. All applications will be evaluated under a single competition administered by OERI.

National Institute on Student Achievement, Curriculum, and Assessment

The mission of the **National Institute on Student Achievement, Curriculum, and Assessment** is to support research, development, and evaluation activities to provide research-based leadership for improving student achievement. The Institute supports work to identify, develop, and evaluate innovative and exemplary methods to improve student achievement at the kindergarten through grade 12 level. The Institute also supports basic and applied research in the areas of cognition, learning, and student achievement, including research on the educational contexts that promote excellence in teaching and learning, and research and development in the core content areas.
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National Institute on the Education of At-Risk Students

The mission of the **National Institute on the Education of At-Risk Students** is to expand research-based knowledge and strategies that will promote excellence and equity in the education of children and youth placed at risk of educational failure. The Institute supports applied and basic research at the K–12 level in key areas such as teaching and learning in core academic areas; school and classroom organization; student motivation; professional development; student assessment; and coordinated school, family, and community approaches to achieving the educational success of students placed at risk. The term "at-risk" means a student who, because of limited English proficiency, poverty, race, geographic location, or economic disadvantage, faces a greater risk of low educational achievement or reduced academic expectations.

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National Institute on Early Childhood Development and Education

The mission of the **National Institute on Early Childhood Development and Education** is to identify, develop, and evaluate and assist others to replicate methods and approaches that improve early childhood development and education. The Institute is to carry out a program of research and development for young children in areas such as social and emotional development; topics relating to school readiness, including prenatal care, health services, and nutrition; emergent and family literacy; the role of parental involvement in their children's learning; effective learning methods and curriculum for young children; methods for integrating learning in settings other than the classroom; the impact of outside influences, such as television, violence, and drug abuse; and instruction that considers the cultural environment of children.

National Institute on Educational Governance, Finance, Policymaking, and Management

The mission of the **National Institute on Educational Governance, Finance, Policymaking, and Management** is to develop and disseminate research-based information that helps guide the design and implementation of governance arrangements, finance systems, policy approaches, and management strategies that will support high levels of learning by all students. By law, the Institute supports work which promises to improve education equity and excellence at the state, local, tribal, school building, and classroom levels of elementary and secondary education in the United States.

National Institute on Postsecondary Education, Libraries, and Lifelong Learning

The mission of the **National Institute on Postsecondary Education, Libraries, and Lifelong Learning** is to carry out a program of research and development to help improve post-compulsory learning in all settings (including postsecondary institutions, work-based and community-based institutions) as well as in virtual settings. The research may focus on such topics as methods of assessing and evaluating individual program and institutional performance; uses and applications of new technologies to improve program effectiveness and enhance student learning; opportunities for adults to continue their education in the context of lifelong learning and information-finding skills; and effective teaching for the preparation and continuing education of teachers.

Instructions for Completing the
Title Page Form

Do not forget to have the Title Page Form signed by the authorized representative.

ITEM 1. D-U-N-S NUMBER: Enter the applicant's D-U-N-S number. If your organization does not have a D-U-N-S number, you can obtain the number by calling 1-800-333-0505 or by completing a D-U-N-S Number Request Form. This service is free. The form can be obtained via the Internet at the following URL**: http://www.dnb.com/dunsno/whereduns.htm#own**

ITEM 2. LEGAL APPLICANT: Enter the name and complete mailing address of the organization, agency, or individual that will serve as the legal applicant. When more than one organization or agency is involved, enter the name of the one which will be responsible for budget control. NOTE: Acknowledgments of grant awards are sent to this address. Remember to fully complete this section.

ITEM 3. PROJECT DIRECTOR: Enter the name and complete mailing address of the Project Director or Co-Directors. If no one has been selected, so indicate and enter the name of the person who can be contacted to discuss the programmatic aspects of the project. NOTE: The name and address listed here will be used to mail notifications of application status. Do not forget to include the telephone number. Both this address and the Legal Applicant address should be detailed. Remember to complete this section fully.

ITEM 4. FEDERAL FUNDS REQUESTED: Enter the amount of federal funds being requested in each year of the project. Under "TOTAL" enter the cumulative amount requested for the duration of the project.

ITEM 5. DURATION OF THE PROJECT: Enter appropriate starting and ending dates.

ITEM 6. APPLICATION TITLE: Self-explanatory.

ITEM 7. BRIEF ABSTRACT OF APPLICATION: Keep concise and substantive.

ITEM 8. HUMAN SUBJECTS: If research activities involving human subjects are **not planned at any time** during the proposed project, check **"No."** The remaining parts of item 8 are then not applicable.

If research activities involving human subjects, whether or not exempt from federal regulations for the protection of human subjects, **are** planned **at any time** during the proposed project period, either at the applicant organization or at any other performance site or collaborating institution, check **"Yes."** If the research activities are designated to be exempt under the regulations, enter, in item 8a, the exemption number(s) corresponding to one or more of the six exemption categories listed in **"PROTECTION OF HUMAN SUBJECTS IN RESEARCH"** attached to this form. Provide sufficient information in the application to allow a determination that the designated exemptions are appropriate.

If the planned research activities involving human subjects are covered (not exempt), complete the remaining parts of item 8 and follow the instructions in **"PROTECTION OF HUMAN SUBJECTS IN RESEARCH"** attached to this form. If the applicant organization has an approved Multiple Project Assurance of Compliance on file with the Grants Policy and Oversight Staff (GPOS), U.S. Department of Education (ED), or with the Office for Protection from Research Risks (OPRR), National Institutes of Health, U.S. Department of Health and Human Services, that covers the specific activity, enter the assurance number in item 8b and the date of approval by the Institutional Review Board (IRB) of the proposed activities in item 8c. This date must be no earlier than one year before the receipt date for which the application is submitted and must include the four digit year (e.g., 2000). Check the type of IRB review in the appropriate box. An IRB may review an application through an expedited review procedure only if it complies with Section 97.110 of the human subjects regulations 34 CFR 97. If the IRB review is unavoidably delayed beyond the submission of the application, enter **"Pending"** in item 8c. A follow-up certification of IRB approval from an official signing for the applicant organization must then be sent to and received by the designated ED official. The certification must be received within 30 days of a specific formal request from the designated ED official. The certification must include: the PR Award number, title of the project from item 6, name of the principal investigator, project director, fellow, or other, institution, Multiple Assurance number, date of IRB approval, and appropriate signatures.

If the applicant organization does not have on file with GPOS or OPRR an approved Assurance of Compliance that covers the proposed research activity, enter **"None"** in item 8b. In this case, the applicant organization, by the signature on the application, is declaring that it will comply with 34 CFR 97 within 30 days of a specific formal request from the designated ED official.

For additional instructions regarding proposals that involve human subjects research see, **"PROTECTION OF HUMAN SUBJECTS IN RESEARCH"** attached to this form.

ITEM 9. CERTIFICATION BY AUTHORIZING OFFICIAL: Enter the name, title, and telephone number of the official who has the authority both to commit the legal applicant to accept federal funding and to execute the proposed project. Submit the original ink-signed copy of the authorizing official's signature.

Instructions for Completing the
Budget Summary Form

A.   Direct Costs

1.   Salaries (professional and clerical): Show salaries and wages to be paid to personnel employed in the project. Fees and expenses for consultants must be included in item A6.

2.   Employee Benefits: Include contributions for Social Security, employee insurance, pension plans, and the like. Leave blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost rate.

3.   Employee Travel: Indicate the amount requested for travel of employees. **Please include round-trip travel to Washington, DC, for a project director's meeting each year.**

4.   Equipment (purchase): Indicate the cost of nonexpendable personal property which has a useful life of more than 2 years. Provide per unit costs in the budget narrative.

5.   Materials and Supplies: Include the cost of consumable supplies and materials to be used in the project.

6.   Consultants and Contracts: Show the amount to be used for:

   (a) subgrants or payments for consultants and secondary recipient organizations such as affiliates and cooperating institutions; and

   (b) procurement contracts (except those which are included on the lines for supplies and for equipment).

7.   Other (such as equipment rental, printing): Indicate all other direct costs not covered in lines 1 through 6.

8.   Total Direct Costs: Show totals for lines 1 through 7.

Indirect Costs

> Indicate the amount of indirect costs to be charged to the program or project. Explain the indirect cost rate and base in the budget narrative.

B.   Total

> Add lines A8 and B.

Please note that these items should be completed for each year of the budget request.

The forms listed below are required for this application and are not included in the Word and PDF versions of this FY2000 Field-Initiated Studies (FIS) Application Package.

- **Title Page Form**

  (Word 6.0 [16k]) http://www.ed.gov/offices/OERI/FIS/ombtitlepg.doc

   (PDF [5k])   http://www.ed.gov/offices/OERI/FIS/ombtitlepg.pdf

- **Protection of Human Subjects in Research (Attachment to Title Page Form)**

  (Word 6.0 [16k]) http://www.ed.gov/offices/OERI/FIS/ed424-a.doc

  (PDF [13k]) http://www.ed.gov/offices/OERI/FIS/ed424-a.pdf

- **Budget Summary Form**
  (Word 6.0 [21k]) http://www.ed.gov/offices/OERI/FIS/budget.doc

  (PDF [5k]) http://www.ed.gov/offices/OERI/FIS/budget.pdf

Assurances and Certifications

Applicants selected for funding will be required to submit the following before a grant is issued:

- A signed Form ED 80-0013 ("Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements");

- Standard Form SF 424B ("Assurances—Non-Construction Programs"); and

- Standard Form LLL ("Disclosure of Lobbying Activities").

Grant awards cannot be made until these signed forms are received. (Forms will be issued to applicants who are selected for funding.)

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Submission of Applications
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The deadline for receipt of applications is February 16, 2000. All applications must be received on or before that date. The closing date and procedures for guaranteeing timely submission will be strictly observed.

Mailing Address for Applications

Mail applications to:

> U.S. Department of Education
> Application Control Center
> Room 3633, Regional Office Building 3
> ATTN: CFDA 84.305T
> Washington, DC 20202-4725

Applications sent by mail must be RECEIVED no later than February 16, 2000.
Applications received after the deadline date will not be considered for funding unless the applicant can show proof that the application was (1) sent by registered or certified mail not later than 5 days before the deadline date; or (2) sent by a commercial carrier not later than 2 days before the deadline date. The following are acceptable as proof of mailing:

(1) a legibly dated U.S. Postal Service postmark;
(2) a legible mail receipt with the date of mailing stamped by the U.S. Postal Service;
(3) a dated shipping label, invoice, or receipt from a commercial carrier; or
(4) any other proof of mailing acceptable to the Secretary.

Applications delivered by hand must be received before 4:30 p.m., February 16, 2000.
Applications delivered by hand before the deadline date will be accepted daily between the hours of 8:00 a.m. and 4:30 p.m., Eastern Standard Time except Saturdays, Sundays, or federal holidays at the Application Control Center, U.S. Department of Education, Regional Office Building 3, Room 3633, 7th and D Streets SW, Washington, DC.

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Contact for the
Field-Initiated Studies Education Research Grant
Program

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If you have questions about this application, please contact:

Delores Monroe
(202) 219-2229
E-mail: delores_monroe@ed.gov

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Tip Sheet

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The following "tips" are offered to help applicants improve the quality of their applications.

1. The reviewers of your application will evaluate it according to three selection criteria: the National Significance, the Quality of the Project Design, and the Quality and Potential Contributions of Personnel. We have found that high quality applications thoroughly address **each** of the three selection criteria. Also, high quality applications are often organized around these three criteria.

- **National Significance.** It has been our experience that high quality applications in the past tend to **explain** why proposed research is of critical national significance. Writers of high quality applications do not assume that the reviewers will automatically conclude that the issue being addressed is of great significance. Writers must make the case. Under "National Significance," the selection criteria call for applicants to address the importance of the problem or issue to be addressed and the potential contribution of the project to increased knowledge or understanding of education problems, issues, or effective strategies. When addressing these factors, we have found that high quality applications deal, as appropriate, with such issues as: how the findings will help improve education, how the findings are generalizable beyond the study sites, and how the findings will be disseminated.

- **Quality of the Project Design.** We have found in the past that writers of high quality applications tend to **explain** the design and methodology they propose to use; they tend to explain why this approach is particularly appropriate for the work they are proposing; and they tend to stress the scientific rigor of the research by demonstrating how it will yield particularly credible findings. Such applications discuss, as appropriate to the work, such issues as: the theoretical foundations for your proposed research; the study design (e.g., how and why particular samples will be chosen, how controls will be introduced); and the analysis techniques that will be employed (and why these techniques are particularly appropriate).

  Personnel. It has been our experience in the past, that, when discussing "The Quality and Potential Contributions of Personnel," writers of high quality applications **explain** how the expertise of key personnel is well-suited to the proposed work. Furthermore, less experienced applicants are encouraged to strengthen the personnel section of their application by collaborating with more experienced personnel by including them as appropriate as advisors or consultants to the project.

2. Conduct a mock review of your application before you submit it. Experienced research firms use this technique to improve the quality of their applications. Find experts in the field to

review your application according to the published evaluation criteria. Use individuals who have not seen the application before and who have not discussed the work with you (so they will be seeing it for the first time like other reviewers). Use the results of this mock review to strengthen your application before you submit it.

 3. Finally, we wish to stress that OERI's Field-Initiated Studies Education Grant Program supports only education research.

Things to Check Before You Mail Your Application

Make sure that:

❖ Title page form has been completed according to the instructions in this package;

❖ The human subjects (item #8 of the title page form) is complete; and

❖ The title page form has been signed and dated by the certifying representative and the signed original has been included in your submission to the U.S. Department of Education.

Your application package should include:

❖ One original plus two copies. (Five additional copies are requested but are not required.) Each copy should be organized as follows:

  - the title page form (application cover page);

  - the narrative;

  - vitae of principal investigator(s) and key personnel;

  - GEPA 427 Statement; and

  - the budget summary form and a detailed budget narrative.

The application should be clipped or stapled, *not* bound, or enclosed in a folder.

Mail to: U.S. Department of Education, Application Control Center, Room 3633, Regional Office Building 3, ATTN: CFDA 84.305T; Washington, DC 20202-4725.

Important Notice to Prospective Participants
in U.S. Department of Education
Grant and Contract Programs

Applicants for grants from the U.S. Department of Education (ED) have to compete for limited funds.

Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste. For these reasons, ED must set strict deadlines for grant applications. Prospective applicants can avoid disappointment if they understand that.

Failure to meet a deadline will mean that an application will be rejected without any consideration.

The rules, including the deadline, for applying for each grant are published individually in the Federal Register. A one-year subscription to the Register may be obtained by sending $555.00 to Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9371. (Send check or money order only, no cash or stamps.)

The instructions in the Federal Register must be followed exactly. Do not accept any other advice you may receive. No ED employees are authorized to extend any deadline published in the Federal Register.

Questions regarding submission of applications may be addressed to:
U.S. Department of Education
Application Control Center
Washington, DC 20202-4725

Contracts
Competitive procurement actions undertaken by the ED are governed by the Federal Procurement Regulation and implementing ED Procurement Regulation.

Generally, prospective competitive procurement actions are synopsized in the Commerce Business Daily (CBD). Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals (RFP).

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the RFP. Questions regarding the submission of offers should be addressed to the Contracts Specialist identified on the face page of the RFP.

Offers are judged in competition with others, and failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No ED employee is authorized to consider a proposal which is non-responsive to the RFP.

A subscription to the CBD is available for $208.00 per year via second class mailing or $261.00 per year via first class mailing. Information included in the Federal Acquisition Regulation is contained in Title 48, Code of Federal Regulations, Chapter 1 ($49.00). The foregoing publication may be obtained by sending your check or money order only, no cash or stamps, to: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9371.

In an effort to be certain this important information is widely disseminated, this notice is being included in all ED mail to the public. You may, therefore, receive more than one notice. If you do, we apologize for any annoyance it may cause you.

ED Form 5348,8/92

GRANT APPLICATION RECEIPT ACKNOWLEDGMENT

If you fail to receive the notification of application receipt within 15 days from the closing date, contact:

U.S. Department of Education
Application Control Center
(202) 708-9493

GRANT AND CONTRACT FUNDING INFORMATION

The U.S. Department of Education provides information about grant and contract opportunities electronically in two ways:

ED Web Site: http://ed.gov/

OCFO Web Site: http://ocfo.ed.gov/